

## AN ANALYSIS OF STUDENTS' EXPERIENCE IN THE USE OF MOODLE IN WRITING CLASS DURING PANDEMIC COVID-19

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### Abstract

Covid-19 has been declared a worldwide pandemic. The government implemented learning from home to preserve the health of students and school stakeholders. The writing class is frequently conducted through a face-to-face learning scheme. It encouraged learners to interact with their lecturers and receive the materials as well as the feedback directly. Along with the university's online learning policy, Moodle evolved as one of several tools for managing online learning, particularly in writing classes. It constitutes certain limitations on the teaching-learning process. Students had new experiences as a result of the quick changes in the learning scheme. The researchers aimed to investigate how the students experienced using Moodle in writing class during pandemic COVID 19 and to investigate students' perception of the effectiveness of using Moodle in writing class. This research is qualitative research. The writer used the phenomenology approach. The participants were 23 students from the fourth semester of the English education department Universitas Bhinneka PGRI. Interview and questionnaire were used by the researchers in collecting the data. Data analysis can be described in three stages as Organizing and familiarizing and Coding and reducing, and Interpreting and representing. The data was presented in a descriptive form to capture the explanations, thoughts, and experiences of the participants. Based on the students' experiences, the results show that using Moodle in writing class benefited students in a variety of ways, especially during the Covid-19 pandemic. However, there are certain problems that students encountered. Despite their difficulties, they were able to overcome problems. According to the students' perceptions, the use of Moodle in the writing class was generally well-received. According to the majority of students, Moodle is effective in writing class, especially during the Covid-19 pandemic.

**Keywords:** Students' experience, Moodle, writing class

### INTRODUCTION

Covid-19 has been declared a global pandemic. Pandemic COVID-19 influences all aspects of human life including education. Based on World Health Organization (WHO), Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus (WHO, 2020). Due to the rapid diffusion of COVID 19, the government published law Government Regulation No. 21/2020, which regulated and controlled large-scale social restrictions (Pemerintah Republik Indonesia, 2020). The implementation of Large-scale social restrictions (LSSR) causes the limitation of public transportation,

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limitation travel, and the restriction of public places operation including educational institutions (Pemerintah Republik Indonesia, 2020). As the response, Minister of Education and Culture issued Circular Number 4 of 2020. This circular is mainly talk about the implementation of Education Policy amidst COVID-19 Outbreak (Kemdikbud, 2020). Consequently, the government implemented learning from home or distance learning. The learning process has been transformed from face to face to an online learning system. All of the learning processes are moved into online learning. This online learning system is implemented in all level of education from basic education, secondary education, and tertiary education. Universitas Bhinneka PGRI is one of tertiary institutions in Tulungagung which implemented online learning system. The online learning has been implemented in all department. English Education Department is one of the departments which apply online learning in all courses. Moodle is one of the platforms that commonly used because it has been integrated with university's learning management system. Some lecturers use Moodle in their classroom including the writing class. The quick-shifting from face-to-face to online learning encourages students to adapt with the situation. Based on the phenomena above, the researchers is interested in conducting the research on students experience writing class using Moodle and students' perceptions on the effectiveness of using Moodle in writing class during Pandemic COVID 19

Writing is a highly complex cognitive activity in which the writer must establish control over several variables at the same time. These include control of contents, format, sentence structure, vocabulary, spelling, and letter formation. Aside from the sentence, the writer must be able to arrange and integrate material to create a cohesive and comprehensible paragraph and text.(Nunan, 1991). Writing needs high level of thinking. It involves generating thoughts, preparing, setting goals, monitoring, assessing. It also needs the ability of critical thinking which needed to organize some ideas into good terms of writing.

E-learning is the use of interactive media for a variety of educational purposes, ranging from add-on functions in conventional classrooms to complete replacement of face-to-face meeting for virtual meetings (Guri-Rosenblit, 2005). Oblinger and Hawkins (2005) Stated that e-learning has moved from being a fully online course to using technology to offer selected sections or anything, of course, independently of a set location or time. This means that students can be at home, travel or learn at any distance (Oblinger & Hawkins, 2005).

Learning Management System (LMS) is an online learning system that helps students maintain administration, tracking, reporting and distribution of classes, lessons and assessments (Kulshrestha & Kant, 2013). LMS has the potential to improve the amount and efficiency of communications in a number of different ways. First, lecturers may interact and store core curriculum, such as syllabus, task instructions, and instructional materials (Rubin,

Fernandes, Avgerinou, & Moore, 2010). LMS also offers software application tools for students to accomplish their task and facilitate communication, including conversation forums, talk sessions, and online quizzes and tests (Monsakul, 2007).

Among learning management system, Moodle is a commonly used method for the transfer of language teaching and learning. Moodle is a licence free open-source computing application that includes e-learning. Moodle has gained a great deal of coverage in the area of ESL and EFL. Based on (Eka, 2021) Moodle has the capability to be a complete and adequate platform for integration in higher education settings with high expectations for teaching. There are a variety of teachers and professionals who prefer and use Moodle in their second and international language classes (Suppasetserree & Dennis, 2010). Based on (Yalçın & İnceçay, 2014) The set of Moodle features consists of ten items namely, (1) course content management, (2) synchronous and asynchronous communication, (3) the uploading of content, (4) the return of students' work, (5) peer assessment, (6) student administration, (7) the collection and organization of students' grades, (8) online questionnaires, (9) online quizzes, and (10) tracking tools.

Generally this topic is focus on the students' experience in using Moodle in pandemic COVID 19. Pandemic COVID 19 is a new situation in education field. There are small number of the research related to this topic. (Nikmah, 2014) found that there was significant difference before and after the Moodle being implemented. Students' perception of Moodle developed reached 86.4% that showed valid to be implemented. While (Zahroh, 2019) found that there was significant difference before and after the Moodle being implemented. Students' perception of Moodle developed reached 86.4% that showed valid to be implemented.

The sorts of learning activities that take part in the learning process thus define students' learning experiences, and the quality of those experiences is determined by the efficiency of learning activities (Abbiss, 2012). Learning experience distinguishes from learning activity. Despite the fact that students get the same sort of learning exercise, it eventually becomes their individual learning experience based on how they absorb it (Ma'rifah, Rochsantingsih, & Sulistyawati, 2020). Since its primary goal of teaching is to help students learn, the efficacy of teaching must be measured using feedback that reflects the quality of the learning experiences experienced by students. (Zerihun, Beishuizen, & van Os, 2012).

## METHOD

This research used descriptive qualitative method and phenomenology approach. The subjects of this research are 24 fourth semester students of English Education Department at Universitas Bhinneka PGRI who experienced using Moodle in writing class during pandemic Covid-19. The data collecting method that use in this research are semi-structured interview and close-ended questionnaire. The analysis data methods that use in this research according to (Ary, Jacobs, Sorensen, & Razavieh, 2010), data analysis can be described in three stages as Organizing and familiarizing, Coding and reducing, and Interpreting and representing.

## FINDINGS AND DISCUSSION

### Result of Questionnaire

The questionnaire consisted of 10 closed-questionnaire and questionnaires were given to all students of the fourth semester. The questionnaire was created to explore participants' experiences with Moodle in writing classes as well as their perceptions of the effectiveness of using Moodle in writing classes during Project Covid-19. For the questionnaires, the result was as follow:

**Table 1. Questionnaire to all Participants**

No	Statements	Item	SA	A	NS	D	SD	Total
1	The learning materials such as videos, power point files, articles and assignments posted by my lecturer in Moodle help me to improve my understanding about the learning material.	(N) %	(2) 8.7	(11) 47.8	(8) 34.8	(2) 8.7	(0) 0	(23) 100.0
2	Moodle is convenient to use especially in submitting assignments.		(1) 4.3	(9) 39.1	(8) 34.8	(5) 21.7	(0) 0	(23) 100.0
3	The use Moodle in wring class during pandemic COVID-19 makes my writing experience more interesting		(0) 0	(6) 26.1	(14) 60.9	(3) 13	(0) 0	(23) 100.0
4	Online learning activities in Moodle can motivate me to learn more about writing.		(0) 0	(7) 30.4	(10) 43.5	(6) 26.1	(0) 0	(23) 100.0
5	The use of Moodle in writing class helps me practicing my writing skills		(0) 0	(10) 43.5	(9) 39.1	(4) 17.4	(0) 0	(23) 100.0
6	The use of Moodle in writing class saves effort and time.		(0) 0	(9) 39.1	(12) 52.2	(2) 8.7	(0) 0	(23) 100.0
7	The use of Moodle in writing class facilitates the interaction and communication between lecturer and students.		(0) 0	(10) 43.5	(9) 39.1	(2) 8.7	(2) 8.7	(23) 100.0
8	The use of Moodle in writing class helps me acquiring new knowledge in writing		(0) 0	(7) 30.4	(13) 56.5	(3) 13	(0) 0	(23) 100.0
9	The use of Moodle in writing class makes students enjoy the learning process.		(0) 0	(9) 30.4	(10) 43.5	(4) 17.4	(2) 8.7	(23) 100.0
10	The use of Moodle in writing class gives some benefits for the students		(0) 0	(13) 56.5	(10) 43.5	(0) 0	(0) 0	(23) 100.0

After analyzing the data from 23 participants from 4<sup>th</sup> semester, it was revealed (see Table 4.1), that 47.8 % of the students agreed that The learning materials such as videos, power point files, articles and assignments posted by my lecturer in Moodle help me to improve my understanding about the learning material. 8.7 % strongly agreed to the same item, while 34.8 % were not sure if the learning materials posted by my lecturer in Moodle help them to improve their understanding about the learning material or not.

Entering statement number two about Moodle is convenient to use especially in submitting assignments. 4.3% choose Strongly Agrees answer and nine students (39.1%) chose Agree. Then, 34.8% choose neutral, and 21.7% students prefer Disagree. There are 60.9% students choose neutral while 26% choose agree answer and 13% choose disagree answer for the statement number three about the use Moodle in writing class during pandemic COVID-19 makes writing experience more interesting.

In Regards to statement number 4, 30.4 % of the participants agreed and another 26.6% disagreed; 43.5 % were not sure or choose neutral answer to the statement Online learning activities in Moodle can motivate me to learn more about writing. This findings showed that 43.5% of the total number of participants agreed, perhaps they found using Moodle helpful in practicing their writing skill. 39.1% of participants were not sure or did not decide whether Moodle helpful or not. However, 17.4% disagreed with the statement.

This findings showed that more than half (52.2 %) of the total number of participants' chose neutral as perhaps they were not sure that Moodle in writing class saves effort and time. 39.1 % agreed that the use of Moodle in writing class saves effort and time while 8.7 % disagreed with that statement. 39.1 % were not sure if the use of Moodle in writing class facilitates the interaction and communication between lecturer and students.. Another 43.5% agreed with the statement, while another 8.7% and 8.7% strongly disagreed that the use of Moodle in writing class facilitates the interaction and communication between lecturer and students.

Statement number eight the use of Moodle in writing class helps acquiring new knowledge in writing. From that statement there was 30.4% who chose Agree, while 56.5% prefer Neutral and 13% chose Disagree. It was found instead 30.4 % of participants agreed that Moodle in writing class makes students enjoy the learning process. 43.5% were not sure while another 17.4% disagreed and 8.7% of participants strongly disagreed that Moodle in writing class makes students enjoy the learning process. The last statement of number ten, findings showed that more than half (56.5%) of the total number of participants agreed with

the statement, while the rest of the respondents (43.5%) were not sure or chose neutral for the statement the use of Moodle in writing class gives some benefits for the students.

### **Result of Interview**

In this interview, researchers interviewed eleven students from fourth semester to know their experience in the use of Moodle in writing class and their perception toward the effectiveness of Moodle in writing class during pandemic Covid-19. From the interview the result as follow:

#### **Question 1: Do you have any experience in using Moodle in writing class? And when?**

From this question all of the students have experienced in using Moodle in writing class especially during pandemic Covid-19. They used Moodle in writing class when they were in the third semester.

#### **Question 2: Do you enjoy the learning process when using Moodle in writing class?**

From this question, five students answered that they didn't enjoy the learning process using Moodle. There are various reasons why they didn't enjoy the learning process. Even though the students didn't enjoy the learning process, students tried to enjoy it because of this pandemic student can't attend the offline classroom. On the other hand, six students stated that they loved the learning experience. They enjoyed the learning process despite the problems that they had while using Moodle in writing class.

#### **Question 3: In your opinion, do the use Moodle in wring class during pandemic COVID-19 makes your writing experience more interesting?**

Most of the students agreed that the use of Moodle in wring class during pandemic COVID-19 makes their writing experience more interesting. The learning process is much practical, and students can practice their critical thinking. However, three students did not believe that Moodle improved their writing experience. Students did not believe that Moodle made it more interesting because there were certain difficulties or challenges, such as confusing content and misconceptions.

#### **Question 4: Do you think Moodle can help you to improve your understanding about the learning material? Why?**

From the interview, seven students responded yes which means Moodle can help them to improve their understanding of the learning material. Moodle made them easier to open and understand the material. There are some reasons why students assumed that Moodle can help them to understand the material given by the lecturers. On the other hand, four

students said they did not think Moodle could help them understand the material because sometimes the material presented is not clear. There are some materials that students can't understand. It was difficult to understand the material without being explained by the lecturer and had to understand all the material without being presented by the lecturer. As a result of the lack of information in the content, many students were unable to comprehend it.

**Question 5: Do you think that the use of Moodle in writing class helps you practicing your writing Skills?**

The researchers discovered that the majority of the students replied yes to this question during the interview. Moodle assisted them in improving their writing abilities. Student may see comments on their classmates' assignments as well as their own on Moodle. Another student pointed out that they can also reply or respond to other students. As a result, students believed it can improve the effectiveness of the learning process. In contrast, four students answered that it was not very helpful in practicing writing skills. Sometimes students found some problems such as material did not convey clearly.

**Question 6: In your opinion, do you think the use of Moodle in writing class increases the effectiveness of learning process? Why?**

Six students responded that the use of Moodle in writing class did not increase the effectiveness of the learning process. Students responded Moodle for writing class was ineffective because students make mistakes in writing. As a result, students will struggle to figure out where the problem is and how to fix it when using Moodle. Five students, on the other hand, agreed that Moodle could help students understand more effectively. Moodle is easy to use especially for the students. Variety of features made it easier for students to obtain learning outcomes, As a result, students believed it improves the efficacy of the learning process. Additionally, under this situation such as this pandemic, they believed it was beneficial in the learning process.

**Question number 7: Do you think the use of Moodle in writing class gives some benefits for the students?**

The interview with eleven students found that all students agree that Moodle in writing class gives me some benefits me especially for the students such as: Moodle can be used for practicing writing skills, Moodle was simple to utilize in writing class, Moodle was simpler to check the material in and complete the tasks that were more connected to the subject, it was more flexible, It allows students to provide feedback to their peers and for lecturers to provide feedback on

their, and Writing lessons can also be taken from the comfort of one's own home. Moodle include the ability for students to submit their assignments anytime and wherever they choose.

**Question number 8: Do you have any difficulties in using Moodle in writing class during pandemic COVID-19? And how do you solve this problem?**

From the interview, the researchers found some difficulties faced by students. Various kinds of difficulties are experienced by students and managed how to solve their problems. Such as: The form of communication with the lecturer was a problem while utilizing Moodle, The difficulty of utilizing Moodle is the way quotas are used. The university provided a quota to provide the learning process, the utilization of various Moodle features. Several features appear to be confusing, the difficulty filling out the attendant list and submitting the assignment, and the difficulties were due to a personal condition. The signal and the device were the problems of utilizing Moodle. The signal was occasionally dropped, especially during the rainy season.

**Question number 9: In your opinion, is Moodle effective to use in writing class during pandemic COVID-19?**

Moodle is effective in writing class, according to the majority of students, especially during epidemic Covid-19. It was effective for writing class, according to nine out of eleven students. it was easier to write, collect, and be able to respond to classmates' writings when writing assignments in the discussion column. it is more effective since it is simpler. During this pandemic, they didn't have to meet when doing teaching-learning activities. On the contrary, two students stated that using Moodle for writing class was ineffective. Students make mistakes in writing class, thus while using Moodle, students would have difficulties knowing where the fault is and how to fix it.

**Question number 10: Do you have any suggestion for the lecturers who uses Moodle in writing class?**

Five students responded to this question by suggesting that the lecturer use an application other than Moodle. Students recommended that the lecturer use another tool, such as WhatsApp or Zoom. Moodle is effective, but the lecturer might complement it with another program. It is simpler when the lecturer connects to another program such as WhatsApp since access to the content might be difficult at times.

**Students' experience in the Moodle in writing class during pandemic Covid-19**

In this context, students' refers to student learning experience. Any communication, practice, curriculum, or other activity in which students learned is referred to as a learning experience. Despite the fact that both are done by students and not by the teacher, learning



experience differs from learning activity. Regardless of whether students receive the same type of learning activity, it eventually becomes their own learning experience depending on how they absorb information (Ma'rifah, Rochsantingsih, & Sulistyawati, 2020)

Creating a positive learning environment is crucial for the teaching-learning process. It may be determined by how much students enjoy the learning process. Various experiences related to how students enjoy the learning process can be discovered in the outcomes of interviews and questionnaire. It was found participants agreed that Moodle in writing class makes students enjoy the learning process. Students expressed their enthusiasm for the learning experience. Even though those kinds of problem seem to be the reason why some students didn't enjoy the learning process. However, there are several problem that made students didn't enjoy the learning process. The learner had to reload the application multiple times before it worked properly. The students were also unfamiliar with the application, which was one of the other reasons. Even though students did not enjoy the learning process, they managed to enjoy it since due to the pandemic, they were unable to attend the offline classroom.

Most of the students agreed that the use of Moodle in wring class during pandemic COVID-19 makes their writing experience more interesting. The learning process seems to be more practical. Some of the reasons why their writing experience was interesting were that it encouraged the students to learn new technologies. However, several students did not believe that Moodle enhanced their writing experience. Moodle did not made it more interesting since there were certain difficulties or challenges that they faced.

The researchers found some difficulties faced by students. Various kinds of difficulties are experienced by students and managed how to solve their problems. Due to personal condition the signal and the device were the problems with using Moodle. The signal is periodically lost, particularly during the rainy season, and the village's lights regularly go out. The majority of the difficulties that students encountered during digital learning were linked to network connectivity. Students, particularly those who resided in remote areas, said that it was difficult to obtain excellent and steady signals. The form of communication with the lecturer was a problem while utilizing Moodle since students could not communicate directly as well as offline learning. Moreover, the difficulty of utilizing Moodle is the way quotas are used. Students should provide quotas to support their learning process. As a response to this challenge, the institution established a quota for the learning process. Furthermore, several students looked to be confused by the use of different Moodle features. Students were required to learn how to use Moodle features such as taking attendance, sending assignments, reading lecturer-supplied material, and so on. Students

should learn about, grasp, and become acquainted with Moodle's features. Those were several problem faced by the students due to the use of Moodle in writing class especially during pandemic Covid-19.

From the previous study, when teaching and learning activities take place, Moodle benefits both instructors and students (Iswanto, 2021). From the interview and questionnaire, most of the students said that Moodle gave benefits for students. There are several advantages that students gained from the Moodle-based learning approach in writing class. Moodle could also be used to improve writing abilities. In writing class, Moodle was convenient to use. Moodle made it easier to check in the material and complete the activities that were more related to the topic. Furthermore, the lecturer gave a deadline in Moodle so that students knew when to submit their work. It was more adaptable, which saved time. Moodle could help students in writing lessons, particularly during this pandemic, because students may provide experience and skills through using Moodle. Writing classes can also be attended from the convenience of one's own home. Another advantage of using Moodle was whether students may submit their assignments whenever and wherever they choose. Moreover, students can put in that application in Moodle or supply a document in the form of a pdf or word document. Other benefits of using Moodle include the opportunity for students to offer feedback to their peers as well as for lecturers to provide feedback on their work. Moodle provides extra communications networks as well as chances for collaboration (Eydelman, 2013).

### **Students' perception about the effectiveness of Moodle in writing class during pandemic Covid-19**

Students' learning experiences are thus defined by the types of learning activities that contribute to the learning process, and the quality of those experiences is defined by the efficacy of learning activities in assisting students in recalling the curricular information that is the activity's goal. (Abbiss, 2012). Several factors might have an impact on the learning process. Perhaps, their perceptions are influenced by their prior learning experiences.

The usage of Moodle in the writing course was generally well received by the students. The students were generally satisfied with the use of Moodle in the writing class. According to the majority of students, Moodle is useful in writing class, especially during the Covid-19 pandemic. According to nine out of eleven pupils, it was effective for writing class. Students were not obliged to meet when conducting teaching-learning activities. Furthermore, it was suitable for distant studies, particularly during this pandemic.

Moodle can assist students in better comprehending the course content. Moodle made it easy for them to open and comprehend the material. It was much simpler to absorb the

lecturer's material. To facilitate writing in Moodle, the lecturer provided and sent information in the form of videos or other media. Perhaps it made writing the content or task simpler. However, the lecturer's presentation of content was not always clear. Some materials were incomprehensible. The student struggled to grasp the information without the lecturer's explanation and had to understand all of the content without the lecturer's presentation. For the students to grasp the content, further explanation was required. As a result of the lack of information in the content, many students were unable to comprehend it. To get the best outcome based on the learning objectives, thorough explanation is required in the learning process, especially during pandemic when students are unable to attend face-to-face learning and lecturers are unable to explain and explain directly to the students.

The researchers discovered that Moodle is used by the majority of students to improve writing abilities. Moodle offers numerous features that might help students improve creative writing abilities. Moodle offers a writing environment, so gathering tasks and submitting written output was easier. Moodle assisted them in improving their writing abilities. Students can see comments on their classmates' assignments as well as their own on Moodle. It may be used to offer curative feedback to assist them in improving their writing abilities. A variety of features make it easier for students to achieve learning goals. As a result, students thought it increased the effectiveness of the learning process. However, if the lecturer can effectively organize the class and the students respond appropriately, learning will be significantly improved.

## **CONCLUSION**

The transition from face-to-face learning to online learning gives students first-hand experience with Moodle in writing class. It may be inferred from research findings and discussion. Based on the students' experience, the use of Moodle in writing class gave benefits for students. Students benefited from the Moodle-based learning in writing class in a variety of ways. Moodle could help students in writing class, particularly during this pandemic, because students can attend the learning process from their own homes.

However, there are some problems encountered by students such as the use of quotas, signal problems, difficulty in filling attendance, communication with the lecturer, and confusion in using some features. Even though they had some problems, they managed how to solve them and found a way to overcome their problems.

Based on the students' perception, the usage of Moodle in the writing class was generally well-received by the students. Students' responses to the use of Moodle in the writing course were generally positive. Moodle is effective in writing class, according to the

majority of students, especially during epidemic Covid-19. Students were not expected to meet when undertaking teaching-learning activities. Furthermore, it was suitable for distant studies, particularly during this pandemic.

Moodle can assist students in better comprehending the course content. Moodle made it so easy for the learner to access and understand the content given by the lecturer. The majority of students utilize Moodle to enhance their writing skills. Moodle has several tools that might assist students to enhance their creative writing skills. Moodle has a writing environment that makes completing assignments and submitting written work considerably easier. Moodle's features may have made it easier for students to achieve their learning goals. As a result, students believed it improved the effectiveness of the learning process.

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